

Meeting Standards for Technology Leadership While at Lamar

Leanne M. Knight

Lamar University

MEETING STANDARDS FOR TECHNOLOGY LEADERSHIP

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The Comprehensive Examination is the culmination of the Lamar graduate program for the Masters in Educational Technology Leadership. I intend to include information about my goals statements for my position and educational technology leadership. Incorporated within the comprehensive exam ascertain a specified educational technology vision. I will clarify the knowledge gained from the program including the six courses during my degree program that were the most beneficial to my career. Throughout my comprehensive examination, reflection occurs upon the Lamar graduate degree program. At the conclusion of the exam, I will include my professional development plan and my curriculum vitae.

Position and Leadership Goal

Finalizing a degree of Masters in Technology Leadership has encompassed many areas of interest for my profession. I am currently in my fifteenth year in education. For the last ten years, I have held the position of campus instructional technology specialist. Currently, I am a campus instructional technologist for Highland Park ISD at University Park Elementary. The Masters program at Lamar through Academic Partnership has been extremely valuable for my current career and has also prepared me to take on more roles in leadership for my district. I appreciate the Masters program's focus on administrative leadership since being a leader in technology is more than knowing software programs. As a leader we must understand the focus on education for the 21st Century Learner and Educator. I want to encourage children to recognize that education continues throughout our lives. The program through Lamar has encouraged me to learn and apply new and innovative ideas. Using technology is not the goal. Our goals must be to ensure the success of the students and to assist teachers in fulfilling their goals as a facilitator to their students. Technology enhances the road to success.

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Vision of Educational Technology

My goals as technology leader closely align with the viewpoints expressed in *The NMC Horizon Report: K-12* (Johnson, Smith, Adams, & Harwood, 2011,). I have spearheaded the training of my teachers in digital media literacy and continue to lead my school on educating our elementary aged students on this literacy. “Digital literacy is less about tools and more about thinking” (Johnson et al., 2011, p. 5). I strive to educate and model appropriate behaviors with lessons for students and for teachers. I work with my campus design team to create innovative lessons that exemplify students’ choice. With my team’s help, we reiterate with our teachers the importance of student engagement and products. “Technology can and should support individual choices about access to material and expertise, amount and type of educational content, and methods of teaching” ” (Johnson et al., 2011, p. 5). As part of the district technology planning team, I assisted in the district initiative called “Bring Your Own Device” and helped author the policy for students to allow them to begin using their own devices responsibly on district campuses. “Mobiles, especially smartphones and tablets, enable ubiquitous access to information, social networks, tools for learning and productivity, and hundreds of thousands of custom applications” (Johnson et al., 2011, p. 6).

My personal vision of leadership is that I will endeavor to be an ethical leader who knows the importance of being a lifelong learner, who works with others to enhance professional development, who uses data based decisions to enhance the topics for enrichment, and who ensures others feel valued and appreciated when working with me.

As technology leaders we must understand that our students are the end users of the technology and the main purpose for our efforts. “Our students are no longer ‘little versions of us,’ as they may have been in the past. In fact, they are so different from us that we can no

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longer use either our 20th century knowledge or our training as a guide to what is best for them educationally” (Prensky, 2005, p. 8). Technology continues to be reinvented and as educators and leaders we need to guide our teachers towards best practices in education. We must recognize and embrace the differences between the educator and the student. Technology leaders have an obligation to assist teachers through leadership, training, and by example the appropriate use of technology with this generation.

Lessons Learned

Before beginning my coursework with Lamar I considered collaboration easily attained if I was meeting with a group of people. In several courses at Lamar I was subjected to collaboration with class mates who were all over the state. My view of collaboration was completely shattered. While working with a team during my course in EDLD 5364 Teaching with Technology, I completely revised my thoughts on collaboration during an assignment where we had to create a detailed lesson. Utilizing Web 2.0 tools, my group was able to meet and truly work as a team. Developing the solution for the assignment allowed us to explore different kinds of technology activities that would allow students to showcase what they have learned. It also afforded the opportunity to explore the best ways to assess student learning. As Solomon and Schrum (2007) point out, “it makes much more sense to have ongoing assessment . . . known as ‘formative evaluation’” (p. 169). We tried to incorporate this kind of assessment into our lesson strategies.

I learned that collaboration is only hampered by our own limitations. I now encourage my teachers to work with other schools and others outside of our country. As Richardson (2005) pointed out, "Success never relies on one person" (p. 35). My teachers have been eager to embrace this idea of collaboration. James Paul Gee said in the video *Grading with Games*,

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“Next will be schooling that will address the ability to solve problems, but not just to solve problems, but to be able to do it collaboratively, so that you can work in a group where the group is smarter than the smartest person in the group” (Edutopia, nd).

I have always been a proponent of rubrics but through my coursework at Lamar I value rubrics more. Educators need to find innovative ways to evaluate students. Rubrics are an excellent way to support a grading system in a way that enables students to understand the scoring. The purpose for rubrics enables students to understand the criteria as pertaining to an objective seen as important. Although rubrics can be subjective, it aids the teacher with grading. Multiple assessments are an effective way for educators to ensure the content is curriculum based. "Most traditional assessments are detached from instruction and practice" (Rose & Meyer, 2002, ch. 7.4). Rubrics help to create a positive atmosphere in the classroom if utilized correctly.

Students will understand the grading system and possibly have a positive emotional and social connection with the class with rubric utilization. As Linda Darling-Hammond stated, the best teachers are “emotionally intelligent” (Edutopia, 2007). We need to ensure we have a positive atmosphere for the children as well as the educators. Social and emotional learning in school is important so that school is not just a cognitive experience. This type of learning is more than just getting along and social skills. This concept of social learning also enables teachers to support themselves as social and emotional learners. During Teaching with Technology through Lamar, I was able to build a collaborative group where these concepts were critical to our group dynamics. We utilized Skype, chat, telephone, e-mail, and Google Docs to stay connected with each other.

My concepts for integration have been reinforced while conducting coursework for my Master’s Degree. Price (2005) stated the following:

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For computers to be effective teaching tools, teachers must thread computer use into group projects, whole-class demos, individual tutoring, classroom management, and alternative assessment and testing along with the traditional teaching methods of lecturing, reading and hands-on activities and experiments. (p. 53)

I have learned ways to utilize technology more sufficiently which will enhance the education of the children at my school. “For computers to be effective teaching tools, teachers must thread computer use into group projects, whole-class demos, individual tutoring, classroom management, and alternative assessment and testing along with the traditional teaching methods of lecturing, reading and hands-on activities and experiments” (Price, 2005, pg 53). In a constructivist approach, students can easily use a two to four classroom computer set up. Most elementary teachers have grasped the concept of stations/centers in their classrooms.

EDLD 5333 Leadership for Accountability

EDLD 5333 was a course filled with vital information that affects campuses on a regular basis. During this course I learned both short and long-range planning and problem solving practices of successful school leaders. I discovered information concerning individual campus and its relationship to the district planning process.

During EDLD 5335, I created an action plan for my campus. I chose to identify the 4th grade reading section of the TAKS in the Hispanic sub-population since they scored ten points below exceptional on Reading. University Park Elementary is at Exemplary rating in all areas. We have few sub-populations at my school. The Hispanic population is exemplary in math in both third and fourth grade. Understandably, the Hispanic population at my school is mostly English Language Learners and English is not their first language so the Reading TAKS is difficult for many of the students that fit in this sub-population. At my school, this population

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though is a very small population. It has grown in the last seven years. Few of the teachers at my school know how to work effectively with children who are in the Hispanic sub-population and have received little staff development specifically geared to teaching students who are at a higher risk of failure in the area of limited English proficiency. Our campus mainly emphasizes that all students need to be commended on all tests. Unfortunately, with commended as a goal, that does not help our students who have different needs.

I created a professional development agenda in EDLD 5333. My specific Action Plan goal was that by 2014, the Hispanic sub-population of University Park Elementary will be attaining Exemplary standings. My Action Plan objective was that at least 90% of the fourth grade Hispanic sub-population at University Park Elementary School will receive Exemplary standings in Reading for 2013. My topic for the professional development session was for the participants to understand areas of strength and weakness and creating appropriate lessons to enhance classroom instruction. Continued professional development would be beneficial.

After the professional development, I plan to utilize the district Ning for discussions. I will pose that teachers discuss the lesson they created in their first post which will need to be completed by mid September. Then, the teachers will return to the Ning and the level of success they obtained with their students. This reflection piece needs to be completed by the beginning of October. The teachers will discuss ways to enhance the lesson so when others try the lesson, they can learn from someone who has previously presented the lesson. This will also allow teachers to reflect on their ability to differentiate within the confines of their own classroom and the success they have working with all students. Teachers can learn from each other and have a portal where they can feel comfortable asking for help if needed.

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I learned in EDLD 5333 that campus improvement is ongoing. We never reach a goal and stop. “This is why we teach and lead. Improvement, after all, is essentially learning” (Elmore, 2007, p. 3). We must continue to find areas to address so that improvement is a true cycle; one that never stops but is always ongoing.

Formative assessments are another area that needs to be addressed while working through action plans and for continuous improvement. My campus will need to disaggregate the formative assessments we use without students. For continued growth we need to create effective campus learning communities to cause change and create an atmosphere of success for all students.

Often schools go through a period where they feel like they are not making any growth. We need to take those times and consider them appropriate to development. “Evidence that our best efforts are not producing what we want them to produce is feedback. The evidence is trying to tell us something about what we are doing and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next” (Elmore, 2007, p. 3). We take formative assessments and investigate if the goals set need to be modified or completely changed. Consensus is an important area to consider so that one team does not overpower the whole group.

Reeves (2007) states, “Meaningful school improvement begins with cultural change-and cultural change begins with the school leader” (p. 94). The school I am currently employed has a principal who holds every teacher to a very high standard. We have students who are going to be successful throughout their lives so the principal ensures that we all understand that mediocrity is not allowed. Our principal’s expectation is for at least 90% of each grade level who is tested on TAKS to be commended. No one wants to have the class that does not meet her goal.

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During EDLD 5333 we worked on the importance of reflection which is immensely important. I find reflection valuable since too often we glance over data and do not make adjustments. The reflective piece must go beyond just finding strengths and weaknesses. Sometimes principals and campus leaders assume teachers understand how to take the data and make appropriate decisions. Often, educators need the guidance of a reflective piece and a guide. “Unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time” (Thomas, 2006, p. 40). If we utilized a reflection guide like the one from Thomas, then teachers can take all this data to another step. As a principal I feel I would be more likely to utilize the reflection guide.

During EDLD 5333, I recognized my next stages of improvement involve continued professional development, utilizing differentiation, continuously revisiting goals to possibly update or revise, and utilization of formative assessments, and not just summative assessments, are extremely important for true measurement of goals.

EDLD 5344 School Law

EDLD 5344 School Law was a course that provided teachers a base knowledge of legal and policy within education. The course had a special emphasis on the interpretation of case law, Texas Education Code, and federal and state statutes.

As an educator I have never been on the principal’s side of the evaluation. During my readings in EDLD 5344 I encountered some valuable information concerning evaluations and contracts. One piece of information I came across was in an article written by Kersten and Israel which stated that teacher evaluations are correlated with Sputnik to put pressure on schools to increase student achievement. They also stated that “principals believe that the current teacher evaluation systems are inordinately time intensive and preclude many other opportunities of

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school building leaders to work with faculty to improve classroom instruction” (Kersten & Israel, 2005, p.62).

As a school leader, teacher contracts and the different ways of being renewed or non-renewed is important to understand. The Texas Education Code Section 21.002 details the 3 types of contracts which are the probationary, continuing contract, and the term contract. The term contract being the strongest contract in which a teacher has more rights concerning termination of contract. Texas Education Code 21.102 details the probationary contract. These focus on teachers who are employed by a school district for the first time. A teacher who returns to a district with at least a 2 year laps in employment would fall under probationary contract. The contract may not exceed one school year but can be renewed for two additional one year periods. The probationary contract may not exceed teacher's third consecutive year in a district. TEA Code 21.103 describes how a probationary contract can be terminated. The teacher may be terminated after contract is completed and board must give a 45 day notice. Education Code 21.104 states that the probationary teacher may be dismissed if good cause is determined by board.

Under code 21.204 the term contract is discussed. In a term contract, a teacher does not have a property interest in a contract beyond its term. Under section 21.205 a term contract may not exceed five school years. Within section 21.206 a teacher with at term contract must be given notice of contract renewal or nonrenewal no later than 45 days before last day of instruction. If contract renewal or non renewal is not given within allotted time, then a hearing happens under term contract for due process. Under Education Code 21.211, termination may occur at any time during a term contract if good cause is determined by board or if a financial exigency that requires a reduction in personnel.

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While discussing all the administrative functions with my campus principal, I realize that the communication skills needed to work with teachers is extremely beneficial for me as a technology leader. I plan to take administrative courses on working as a leader to better communicate with the teachers at my school and those I may have contact with in the future.

Another aspect of School Law was cyber ethics and digital citizenship. Student Internet usage is a difficult arena. It can be hard to understand what is seen as inappropriate versus what is covered under Free Speech. Claims including libel, slander, harassment, invasion of privacy, and negligence are not covered under Free Speech. It is important to note that offensive speech posted on the internet can have litigation since it has a likelihood of “reaching more people than non electronic speech and thus can cause significantly great harm” (Bissonette, 2009, p. 20). But, our First Amendment right allows students to “to comment on and criticize their teachers, their schools, fellow students, and other members of the school community” (Bissonette, 2009, p. 23)” Tinker v Des Moines Independent Community School District states that as long as students are orderly and do not interfere with others rights to be free from harassment then they are covered under their 1st Amendment rights. Bethel School District 403 v Fraser informs us that if speech undercuts the schools basic educational mission, speech can be prohibited. Schools have a role in teaching students "appropriate form of civil discourse" which I believe also means we as technology leaders need to teach students appropriate form of discourse digitally. (Bissonette, 2009, p. 21)

Where student Internet use is concerned it is important that we understand that since "schools provide, maintain, and pay for school Internet systems, they generally may limit students use of such systems” (Bissonette, 2009 p.22). Due to these precedents being set, a limited forum is declared which "restrict(s) obscene, profane, rude, and discriminatory speech,

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criminal or dangerous speech, speech that could cause damage or that presents a danger for the school or members of the school community, and speech that abuses or clogs the school Internet system” (Bissonette, 2009, p. 22).

It is important that, as a school leader, I help to set up an Internet education curriculum. Our students need to know how to correctly utilize their free speech rights within the confines of school and how it can be affected off campus. Educating our students is not only the appropriate thing to do but will also help potential liability.

As educational leaders we must stay abreast of current trends and legal cases to ensure the rights of students and teachers. Ignorance of legal cases cannot be an excuse. Schools are often litigated and educational leaders must be prepared with a working knowledge of school law.

EDLD 5364 Teaching with Technology

During my course in EDLD 5364 Teaching with Technology I produced a campus professional development activity, a wiki-based study group with 3 teachers, led and supported while analyzing data related to student learning. In the culmination project my groups created a lesson using Universal Design for Learning through the CAST Lesson Builder site, created a sample electronic book, and shared with my team members. Lastly, we reflected on our electronic book, lesson, and teach experience.

I create lessons on a daily basis for the teachers on my campus. It was difficult at first to utilize the UDL (CAST, 2005) since it is redundant in the lesson fields. I appreciated how it helped me to ensure I was specific in wording the lessons. I am appreciative of the lesson rubric; otherwise, I would have forgotten to include the three networks. If the UDL expects those

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networks addressed, as it discusses on the CAST site, the UDL needs to have the networks listed on the actual lesson creation tool.

My team decided to pool our UDL lessons to help with the group lesson. Since I was the team leader, I assigned different TEKS for each member to utilize for their lessons. A couple of my team members did not recognize the importance, at first, of finding the necessary TEKS to cover first. I think they preferred creating a lesson then finding the TEKS they happened to fit their lesson. As an integration specialist on my campus, I know that starting with the objective is essential to successful implementation of technology. The team members appreciated that as a focus.

While working on the e-book using the BookBuilder (CAST, 2006), I enjoyed seeing the different layouts and finding the one that would benefit the book I wrote. The aesthetics of the book will assist students who are visual learners including our deaf student. I appreciated having a glossary tool for important words and the "coaches" who read orally specific parts. Reading aloud specific areas is an excellent way to reach auditory learners which includes our student who is blind. Having an e-book that is rich in graphics helps our visual learners, also.

I can see utilizing the book builder to have students create tutorials for each other. If there is an area where several students feel especially comfortable, they can create the e-book for that lesson/concept. This would be a great way for the students to take ownership of their learning, take pride in their learning, and also help the teacher generate a repertoire of resources. An example book builder may be found at

<http://bookbuilder.cast.org/view.php?op=share&book=b065ea18db72f123da77be4a83b2b705&id=3990>.

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Teaching with Technology is a course that has brought together several concepts that we have covered in other courses such as curriculum, assessment, design, and multimedia. Working collaboratively was an excellent experience; we each had our own expertise in technology and teaching. We assisted each other with new ideas to ponder and implement as we created a solution for the project scenario. Our group functioned in this manner and it was very beneficial for us as learners.

Our course assignment was to help a teacher develop student-centered lessons using appropriate technology and meeting the needs of each of the 30 students in her class, including a blind student and a hearing impaired student. The assignment also included creating professional development for the teacher. As we developed the strategies to solve this scenario we were also meeting several of the ISTE standards such as applying technology to maximize student learning and to implement effective assessment and evaluation strategies, as well as to model the use of technology in professional practice. Developing the solution for the assignment allowed us to explore different kinds of technology activities that would allow students to showcase what they have learned. It also afforded the opportunity to explore the best ways to assess student learning. We tried to incorporate this kind of assessment into our lesson strategies.

Our team worked very effectively together. We were able to share what we already knew and gained new knowledge together. There was no question of the dedication of my team-mates to learning and completing the assignment accurately and on time. Learning to collaborate in a global environment was a great learning experience. We worked with several ways to communicate over the Internet. This gave us the experience and knowledge we need to teach others how to use the Web 2.0 technologies in the real world. We want students to leave school knowing how to apply all that they have experienced to their lives in the outside world. If we

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cannot help them make that connection, we have failed them. Our team utilized a Google Site (Knight, Odom, & Wade, 2011). One team member posted to the site to ensure cohesion through the site. I created all the Google Docs to use within the group to post to the Google Site.

Educators need to find innovative ways to evaluate students. Rubrics are an excellent way to support a grading system in a way that enables students to understand the scoring. With our UDL we created several rubrics: rubrics for the daily lessons, for the presentation, and another for the group participants to grade their group's ability to work together. The purpose for rubrics is to help students understand the criteria as pertaining to an objective seen as important. Although rubrics can be subjective, it aids the teacher with grading. Multiple assessments are an effective way for educators to ensure the content is curriculum based. "Most traditional assessments are detached from instruction and practice" (Rose & Meyer, 2002, ch. 7.4). Rubrics help to create a positive atmosphere in the classroom if utilized correctly.

Students will understand the grading system and will help students have a positive emotional and social connection with the class when rubrics are utilized. We need to ensure we have a positive atmosphere for not only the children but for ourselves as educators. Social and emotional learning in school is important so that school is not just cognitive. This type of learning is more than just getting along and social skills. This concept of social learning also enables teachers to support themselves as social and emotional learners. During this technology course with Lamar, we built a group where these concepts in social learning were essential to our group dynamics. We utilized Skype, chat, telephone, e-mail, and Google Docs to stay connected with each other.

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EDLD 5363 was an overview on principles of multimedia planning, design, production, editing, and evaluation. We created digital stories. In the area of video we planned, designed, produced, edited, and evaluated.

Creating the PSA was a new experience for me. I luckily knew how to share large files over the internet which was a practical skill for this assignment since I had to share the video files with the editor on our team. When the assignment was first released, I was worried about working with a group of people I did not know. I found a group and met them all via email to begin. When our group reached 6 people, we realized we had to split. One group was geared to working with older students and adults. My group was focused on working with younger children. All six of us decide to meet via web conference on Toxbox. After the initial hour on the conference our group deiced to meet separately to discuss our PSA particulars. After the video conference we were able to collaborate functionally over a wiki I created for the large group. We also utilized email for direct conversations that required quick responses.

I also learned about Creative Commons licenses. I had been at several conferences that discussed them but had never truly delved into their usage until this course. I now have a better understanding of its concept. On the PSA we decided that since it had video of my daughter who is eight, we wanted to limit others from editing the video for her safety. We chose a license that stated, "Chatting with Kids About Being Online by Leanne Knight, Patty Odom, and Stacey Thompson is licensed under a Creative Commons Attribution-NonCommerical-NoDerivs 3.0 Unported License." I posted our final PSA at

<http://www.youtube.com/watch?v=wp6iNORQiMQ>.

The topics covered in EDLD5363 were extremely relevant to the skills required in my job. As a campus technologist, I use a variety of technology on a daily basis. In elementary

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school multimedia is a large portion of how I effectively assist teachers and students. I work regularly with video editing software both Adobe Premiere Elements and Movie Make found at <http://knigh1l.blogspot.com/2010/09/movie-maker-vs-adobe-premier-elements.html>. I also help students and teachers in grades first through third create videos using Photo Story. I am actively engaged in helping teachers create podcasts using Audacity and posting the files to a site with an RSS feed. EDLD 5363 was a review of what I do on a daily basis. It was nice to re-examine all of the features of the different software I use regularly. I appreciated learning more in depth features of Audacity. While learning about video editing software I compared the free trial of Adobe Premiere Elements to Microsoft Movie Maker. I admit I wanted to learn some of the newer products for multimedia instead of the tools schools have been utilizing for the last ten years.

Marco Toress (2002) stated "Her passion and her interest to talk about something that really bothered her and to have it reach every corner of the world was an experience that she'll never forget" (Edutopia, para. 4). I have experienced many professional development workshops where Marco Torres and his former students presented to teachers. He is truly inspirational. The students took ownership of their videos. Often Marco Torres would give an assignment where the students had to interview a hero in their neighborhood. The students began recognizing the treasures in their own "barrio" they never would have recognized without Marco's assignment. Torres also has his students explain at conferences how to get the best possible quality without having to purchase high end technology. We need to give children opportunities to express themselves in a safe atmosphere whatever the age or their economic background. Just like Marco Torres. Students need to have a voice and it is our responsibility as educators to help them. Multimedia is the perfect outlet for the generation we teach. With the simple use of inexpensive

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Flip cameras, students can create endlessly. It is our own imaginations as educators, sometimes, that actually put the limits on what our students can create.

We need to remember we should be using twenty-first century skills with our students. Not only have we been in the twenty-first century for ten years but our younger students have known nothing else. As educators with a concentration in technology, we need to go beyond just learning these skills. We need to be utilizing as many up to the minute tools that have been released and have shown to be robust. We should never take a step back in technology or we have lost our audience. Many of the tools utilized in EDLD 5363 are tools that are becoming outdated with the utilization of web 2.0 tools. Photostory is a great tool but there are many newer ones being released that have better functions and will keep our students interested. We should be given an opportunity to learn about the newer tools since our teachers come to us as a guiding resource of knowledge in innovative technology.

Our team was extremely successful in completing the assignments. I do admit though that we were successful by pure determination on our parts. We would complete most of the PSA, and then find out another component of the assignment which was not detailed in the online CourseWhere, emails from the IA, or rubric. Luckily, at least one of the team members was present in at least one web conference each week. Otherwise, we would have missed the new requirements that were added weekly. For example, on the PSA rubric and the assignment it never discusses the number of narrators. During a web conference, Dr. Abernathy said there should be at least two narrators. So our team had to edit our final PSA per her new requirement. Nowhere on the rubric did it discuss giving Creative Commons licensing but during a web conference, Dr. Abernathy was adamant the participants of the course add a license to their PSA. So, we had to edit our PSA yet again.

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Garrison (1999) wrote, "Whatever you do not know about the equipment can probably be figured out by your students" (para. 2). Students are fearless and want to help us solve our digital problems. When we give up our control, our students are there to assist. Alan November, reputable digital leader in education, often comments that we should take our students with us to technology professional development so they can then get everything going in our classrooms. Every class I have worked with, all the way down to Kindergarten, has someone who is so excited to be able to help the teacher. Plus, knowing that I will have someone with me if problems occur is very powerful and allows me to be more adventurous with the activities planned.

While working on the PSA, I learned how easy it is to work with a group where each member is hundreds of miles apart. We never met in person only through electronic means. I learned that I have an ease of use with cloud computing. I have used online web 2.0 tools on a regular basis for my own use and I teach teachers at my school their use. I discovered that if you have people who are willing, they will collaborate online. I thought I could only work with a group via face to face meetings and use online software as an alternative. Now I know online software can be used as a primary form of collaborating and reinforcement.

EDLD 5335 Curriculum Management

EDLD 5335 Curriculum Management was a course that builds an understanding of curriculum models, curriculum frameworks, alignment of instructions to standards, and assessment of learning outcomes. In the course we reviewed district-level curriculum and policies.

As a technology specialist, I am a firm believer that instruction drives technology. In this course I investigated curriculum. I work at a school that has very high expectations for their

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students. We do not just want our children to pass tests but to truly succeed on assessments.

Curriculum should be driven by data. During week 1 assignment 1, I reviewed AIES data from 2010. I realized that our students do very well on the TAKS test. In almost all areas and populations, more than 99% of students passed with at least 75% of students being commended in all areas. The only part that showed an area of need was in writing. 77% were commended in 2010 whereas 92% were commended in 2009. The Campus Improvement Plan indicates that by 2011, 90% of students will score commended on the TAKS.

With that data in hand, I decided to work with fourth grade teachers in increasing writing fluency with the use of online forums. I ensured that the professional development session I created worked through the areas indicated in the APA Learner Centered Psychological Principals (1997, p. 5). The teachers will use a “hands on” approach to learning forums. During their training they will utilize the forum themselves while brainstorming ideas to utilize forums with their students.

Using data to help drive instruction is important in the classroom as well as during professional development. We must use these data based decision making skills to successfully implement curriculum objectives.

Collaboration is a wonderful way to find solutions as problems occur. Collaborating takes the power away from one person and allows new ideas to be considered. When we work only by ourselves, we sometimes get lost in our own ideas and need others to show us different ways. I find if I don't collaborate then my training becomes redundant. When working with different personalities, results can only be different.

Living in the 21st century has created many different ways to collaborate. We no longer only have the option of meeting face to face. I have used Wikispaces and Moodle forums to

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collaborate with colleagues in a written environment. Personally, I have utilized TokBox, Skype, Adobe Connect, and WebEx to work “face to face.” I recently collaborated with a teacher in India to train her on Moodle where I shared my desktop so she could understand the Moodle software easier. This helped us to share ideas concerning our lesson on how life in India is similar and different to the way of life of children in the US. Collaboration is limited only to our imaginations.

My philosophy of curriculum is based on a learner centered approach. We must differentiate our instruction to benefit every child. Using data based decision making helps create an atmosphere where the teacher understands the areas that the students need more focus. It is important to use many different types of assessments. TAKS cannot be the only deciding factor. Teachers must use quantitative and qualitative assessments to make qualified data decisions. Teachers need to use the district assessments in a manner that helps make decisions.

We must use data based decisions to help create a successful curriculum. I have known teachers who have a curriculum but must deliver the same lessons on the same day for years. As an educational leader, I will work with all teachers but specifically those teachers who need alter their own philosophy to incorporate the importance of data based decision making into their classrooms to ensure curriculum is being delivered successfully.

During this course I learned many new concepts but specifically about the Texas Education Agency (TEA) Learning System. This system establishes the Texas Essential Knowledge and Skills (TEKS) which guides our curriculum. The TEA and TEKS are at the state level and guides us at the district and campus levels. Following the state level, we have our school boards which dictate the curriculum expectation and terms by which the Superintendent

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and district leaders create the district curriculum. The district curriculum will specify the instructional implementation that should occur throughout the entire district.

As a technology specialist on a campus, I help the district create curriculum decisions in the area of technology. I also work with my campus principal creating campus level decisions. On a daily basis I work one-on-one with teachers to help support them with the changes that occur in the curriculum and assist them in the use of technology within the curriculum. I must ensure I help teachers accurately utilize the campus improvement plan (CIP) to ensure student success. I also must ensure that the technology aspect of the CIP accurately depicts the needs of the campus and current trends.

It is important that the district is aware that the campus leader is dedicated to the success of their campus. As Dr. Arterbury stated in the Week 5 lecture, “The key is for the principal to develop credibility with the central office administration as a person committed to student learning and one who manages a goal-driven budget. A campus leader develops this credibility by demonstrating the ability to make sound decisions about personnel needs and to work with central office to channel funds toward data-evidenced need.”

I have also recently become a member of the steering committee for the regional Texas Computer Education Association (TCEA) and my mentor is the president-elect of TCEA. Working so closely with state and local level committees helps ensure that I am actively involved in the decision making for the state.

EDLD 5362 Information Systems

EDLD 5362 was a course through Lamar as an overview of information technology concepts, management, and operations related to information systems. During the course we researched, reviewed, and discussed innovative technology, older technologies, organization, and

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technology management. We utilized the Horizon Report from 2010 to help understand many of the emergent technology components.

Benjamin Franklin is credited with saying, "When you're finished changing, you're finished." If I did not know better I would infer that Franklin worked with technology in education because technology is constantly changing and I do not see it ever finishing. I work in a district that has a heightened understanding of future technology and embraces the change to enhance the education for our students.

Schools of the future will utilize a wireless network that is accessible to anyone with a wireless device throughout the entire building and the school grounds. Schools will allow their students to bring their personal devices to school and utilize the wireless network. So at any time you might see a third grader on their personal iPad working with a student using a school issued laptop. "[Mobiles] everincreasing capabilities are augmented by the reality that schools do not have to buy or maintain them" (Johnson, Levine, Smith, & Stone, 2010, p. 23).

In the near future, students will begin using the webcams on their iPhones/Smartphones, iPad/tablets, or laptops to work with others outside of their classroom in a virtual environment similar to how Skype is utilized today. "In more traditional schools, teachers are finding that collaborative environments are an efficient way for students to work together, whether the groups are composed of students in the same physical class or not" (Johnson et al., 2010, p. 14).

To help create a "one-to-one" computer environment personal devices will be financially reasonable. I see the future of technology employ more mobile wireless devices that the students bring from home. The utilization of personal wireless technologies will help enable a one-to-one environment without a school having to use their campus financing to facilitate. With the future possibility of students having more access to wireless technologies, schools will not need to

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purchase Student Response Systems but will purchase software that will enable these devices to utilize a web-based form of Student Response Systems. “In the future there will be further convergence with text messaging capable and web-enable cell phones” (University of Minnesota, nd, para. 14).

In the future, gaming will be a more prevalent in classrooms. *The 2010 Horizon’s Report* (Johnson et al., 2010) found the following:

Early studies of consumer games helped to identify the aspects of games that make them especially engaging and appealing to players of various ages and of both genders: the feeling of working toward a goal; the possibility of attaining spectacular successes; the ability to problem-solve, collaborate with others, and socialize; an interesting story line; and other characteristics. (p. 17)

It is reasonable that in the near future every classroom has an interactive white board, projector, document camera, and teacher laptop. In the more distant future interactive whiteboards will become obsolescent. Instead of an expensive interactive white board and projector, schools will use projectors that work on any surface, interactively through gesture based technology and augmented reality. Many different classrooms will have three dimensional simulations where students can participate through augmented reality. “Students on field trips to historic sites can access AR applications that overlay maps and information about how the location looked at different points of history” (Johnson et al., 2010, p.27).

To differentiate instruction, each class will have student response systems so each student can answer each question. The teacher will be able to use the information gathered with the response system to help students to understand concepts and quickly re-teach as necessary. Student Response Systems (SRS) are a wonderful addition to any classroom. “The benefit for

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students is an increase in interactivity and class participation” (University of Minnesota, nd, para. 6).

Future classrooms will utilize more Course Management Systems such as Moodle. Moodle is an effective way for students to work on class work at school or from a computer away from school. Course Management Systems allow student to pace their learning in a personal fashion. “The importance of understanding LMS as well as its related technologies lies in the role it will play in future approaches to instructor as the needs of today’s learners are not being met by current approaches” (Watson & Watson, 2007, p. 30). In the future, online software like Moodle will transform into a virtual reality meeting place. “A Virtual Classroom is usually a synchronous online meeting-space that includes text, chat, shared whiteboard, and might include shared audio, polling, etc” (Wikiaeducation.com, nd, para. 1). Libraries will utilize electronic books where teachers and students may load on their personal e-reading devices or mobiles. Electronic books “makes it possible to carry a library of books - literature, textbooks, children’s books, novels - easily in a pocket or purse” (Johnson et al., 2010, p. 23). The textbooks that are not electronic will have vivid displays that utilize flexible display technology. “It is not difficult to picture a display set into the cover of a school notebook, for instance. This is something that could easily be done with flexible display technology as it exists today” (Johnson et al., 2010, p. 31).

As educators we need to understand where technology is changing and growing so we can prepare ourselves. The technology will not just show up one day on our doorstep but will slowly be immersed into school at a continuous basis. We need to understand the trends of technology to ensure the education our students receive is enhanced by the technology we utilize.

Overall Reflections

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Lamar has equipped me with the ability to take on more leadership roles within my district. Through the constant support during each assignment, I have grown as a professional. I have been in the instructional technology field for ten years without any “official” degree other than my teaching degree. I learned the skills needed while working in the field. Through Lamar’s degree, I was able to grow as a technology leader in my district and especially within my school. I have seen my abilities and confidence as a leader grow. During a recent meeting on campus I was able to express myself and the state’s requirements with confidence.

I perform leadership tasks daily which made my journey through the ISTE Technology Standards quite different than those of a classroom teacher. I have been performing the Technology Standards for quite some time. It was extremely interesting to me though to be able to have a reference that pinpointed the activities and job assignments I do regularly. The ISTE Technology Standards are a wonderful resource for technology leaders to ensure a highly developed program throughout a school and district.

Professional Development Plan

Being in technology perpetuates the necessity of being a lifelong learner. With constant changes happening in technology regularly, I need to ensure I stay abreast of current trends in technology and integration. Within the next three years I plan to attend conference, local sessions, and present at several. With all my professional opportunities I will endeavor to consider **Standard V** which dictates to enhance and improve personal productivity and professional practice. In 2012, I plan to attend monthly Highland Park Campus Instructional Technologist and Webmaster meetings. I also will perform monthly sessions for teachers throughout the district. Collaboration with district instructional technologists during monthly meetings is extremely important for the success of integration in my district. When new district

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instructional technologists are hired in my district I mentor them and help them understand the district protocols. I will attend ISTE conference in San Diego. I will also continue to introduce sessions with members of my staff to help in the professional development of the teachers at my school and in the district. With **Standard VIII** in mind, “Educational technology facilitators will contribute to the shared vision of campus integration of technology and foster an environment and culture conducive to the realization of the vision” (Williamson & Redish, 2009, pg. 190). I will continue to help with the campus vision of integration and help to ensure teachers recognize the importance of the vision. In 2013, I will attend and present at TCEA and assist as a member of the 2013 TCEA Steering committee. In recognition of Standard VII, I will continue to be on the district and campus technology committees to ensure promotion of technology “infrastructure, procedures, policies, plans, and budgets for PK-12 schools” (Williamson & Redish, 2009, pg. 165). I find that in 2014 I will continue to embark upon attending national conventions and presenting the information. Many teachers consider this a train the trainer model. I can definitely see myself continuing in a leadership role in technology integration. I will attend ISTE’s national conference in Philadelphia. I will share the information with my teachers at my school and at district training sessions. My degree will perpetuate my ability to continue in an administrative role.

I am a lifelong learner and I appreciate technology since it perpetuates the need for continued learning. I have a symbiotic relationship with technology. Technology feeds the part of me that yearns for new knowledge and I help technology by assisting others in the utilization of its tools, features, and possibilities. My degree from Lamar has assisted in my ability to focus on my career and accurately centralize my learning. I am an improved technology leader by finishing my degree from Lamar University

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Appendix

Leanne Knight

4717 Mill Creek Road
 Dallas, Texas 75244
 Cell: 469-877-3820
 Email: knightl@hpsd.org

CURRICULUM VITAE

OBJECTIVE

To ensure that all students, teachers, and administrators are equipped with the necessary tools to engage appropriately in the 21st century. Providing ample professional development to all staff members to properly infuse Technology and Web 2.0 tools in content areas will enhance the education of all children.

CERTIFICATION

2009	Technology Applications K-12
1997	Reading 1-8
1997	Elementary Self Contained 1-8

EDUCATIONAL BACKGROUND

2009 - 2011	Lamar University (GPA: 4.0)
	Master's of Education in
	Educational Technology Leadership
1993 - 1997	Texas Woman's University (GPA: 3.77)
	Major: Interdisciplinary Studies
	Specialization: Reading
1989- 1993	Plano East Senior High School

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HONORS AND AWARDS

- 2001** Hedrick Elementary School, Lewisville, Texas
Campus Teacher of the Year
- 2001** Lewisville ISD, Lewisville, Texas
Finalist for District Teacher of the Year

PROFESSIONAL ORGANIZATIONS

- 2000-2011** Texas Computer Education Association
- 2008-2011** International Society for Technology in Education

TECHNOLOGY LEADERSHIP EXPERIENCE

- 2008-2011** Campus Instructional Technologists
University Park Elementary, Highland Park ISD
- 2002-2008** Instructional Technologists
Hedrick, Liberty, Coyote Ridge, Vickery Elementary Schools
Lewisville ISD

PROFESSIONAL DEVELOPMENT

Presenter

- 2011** Web 2.0 Tools for Writers
These are a Few of My Favorite Things (Web tools)
CyberSmart Students
TCEA Region X Technology Conference; Steering Committee
Facebook for Communication in Education
Primary Innovation
- 2010** Webpage Development: DotNetNuke
Tweet, Tweet: Using Twitter in Education
Global Education Opportunities
ActivInspire Overview
ActivInspire Migration

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	Taking Your Elementary Flipcharts to the Next Level with ActivInspire
	New Employee Orientation
2009	UP Promethean Board Training
	Promethean Board Training
	UP Campus Staff Development
	Let's Get TECH-nical: "You Will Succeed, It's Guaranteed!"
	Express Yourself! ActiveASSESSMENT with ActiVotes and ActivExpressions
	Technology Tips, Tricks and Templates!
	VoiceThread
	Moodle Some More
	ActivStudio
	Teacher WebPages
	Office 2007 (Word, PowerPoint, Excel)
	ActivInspire
	Moodle Yourself into the 21st Century
	New Employee Orientation
2008	Moodle Boot Camp Day
	HPISD Acceptable Use Policy
	Teacher WebPages
	Web 2.0 You Can Really Use

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Participant

2011	November Learning in January-Alan November Build a Tower; Build a Team-campus staff development
2010	Moodle, Google, and Weebly: These Freakish Names Lead to Sharper Brains! Keynote Address - - Alan November - Preparing our Schools and Students for a 21st Century Global Education
2009	Campus Webmasters Cisco Phone Training Alan November: Building Leadership Conference: Boston Campus Design Team Administrators and Technology Staff with Alan November Bring Your 2.0 to the Table NECC/ISTE: Washington, DC TCEA: Austin
2008	Alan November: Building Leadership Conference: Boston Schlechty Working on the Work Conference Technology Training with Pearson SDAS for New Teachers TCEA: Austin

REFERENCES

Dr. Dawson Orr	Superintendent of Schools, Highland Park ISD 214-780-3001
Dr. Lynda Carter	Principal of University Park Elementary School 214-780-3400
Robert Harris, M.Ed.	Administrator of Instructional Technology, Highland Park ISD TCEA President Elect 214-780-3077